



# Improving Understanding of Ablution Procedures Through The Demonstration Method at State Elementary School 056020 Pematang Rambai

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## ABSTRACT

This study aims to improve students' understanding of the correct ablution procedures through the demonstration method at SD Negeri 056020 Pematang Rambai, Tanjung Pura in the 2023/2024 school year. The demonstration method was chosen because it can provide a more concrete and interactive learning experience, so that students can more easily understand and remember each stage of ablution according to the correct guidance. This study uses a classroom action approach (CAR) which is carried out in two cycles, with each cycle involving planning, implementation, observation, and reflection. The subjects of the study were fourth grade students who had difficulty in understanding and practicing ablution correctly. Data were collected through observation, interviews, and evaluation tests before and after the action. The results showed that the demonstration method significantly improved students' understanding of ablution procedures, as indicated by an increase in the average test score from the first cycle to the second cycle. In addition, this method also increases student activity and involvement in the learning process. Thus, the demonstration method can be used as an effective learning strategy in improving students' understanding of ablution procedures in elementary schools.

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## Introduction

Ablution, or wudu, is a crucial part of Islamic practice, particularly for daily prayers. It is a ritual washing that every Muslim is required to perform before offering prayers, ensuring physical and spiritual cleanliness. However, teaching the proper procedure for ablution, especially to young students, can be a challenging task. At State Elementary School 056020 Pematang Rambai, there have been concerns about students' understanding and ability to perform ablution correctly. Many students, despite having

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been taught about it, still face difficulties when it comes to performing the steps correctly and consistently. The importance of ablution cannot be overstated in Islam, as it serves as both a spiritual and physical act of cleanliness. This is why it is vital for students at a young age to learn and understand the correct procedure, so they can perform it with confidence and accuracy. However, it has been observed that students' learning is often limited to theoretical knowledge without practical application. This gap between knowledge and practice may stem from traditional teaching methods that rely on verbal explanations, which may not be as effective for young children who benefit more from hands-on learning experiences.

In the current educational setting at State Elementary School 056020 Pematang Rambai, the teacher mainly uses conventional teaching methods, such as lectures and written instructions, to teach ablution. While these methods provide foundational knowledge, they often fail to address the students' need for a more interactive and visual learning experience. Students may understand the theoretical aspects of ablution but struggle to perform the procedure correctly because they have not had sufficient opportunities to observe and practice the steps in a practical, real-world context. Research has shown that active learning strategies, especially those that involve visual demonstrations, can significantly enhance students' comprehension and retention. The demonstration method, which involves showing students how to perform an activity step by step, has been found to be particularly effective in teaching procedural tasks like ablution. By observing a teacher or a peer performing the ablution correctly, students are more likely to understand the sequence of steps, the necessary actions, and the correct technique.

At State Elementary School 056020 Pematang Rambai, students have expressed their interest in learning the proper ablution procedure but have indicated that they feel unsure when attempting to perform it themselves. This uncertainty stems from a lack of hands-on practice and visual examples. As a result, the implementation of more dynamic, student-centered teaching methods, such as the demonstration method, could offer a solution to this challenge. Through direct visual learning, students can observe and then replicate the actions, leading to a clearer understanding of the ablution procedure. The classroom action research aims to address this issue by focusing on improving students' understanding of ablution procedures through the demonstration method. This method encourages active participation and provides students with a more concrete learning experience. By integrating this approach into the teaching of ablution, it is anticipated that students will not only learn the theoretical aspects of the procedure but also develop the skills necessary to perform it correctly in their daily lives.

Through this research, the teacher will test the effectiveness of the demonstration method in enhancing students' practical understanding of ablution. The teacher will present the correct steps of ablution through a series of demonstrations, followed by

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guided practice. Students will be encouraged to replicate the steps, receiving immediate feedback and correction. By engaging students in this hands-on learning process, it is expected that their ability to perform ablution will improve, and they will be more confident in carrying out this essential ritual. The importance of this research extends beyond the classroom setting, as it can contribute to the broader goal of ensuring that young students grow up with a strong understanding of the essential practices in Islam. Proper ablution is not only a key element of daily prayers but also an important aspect of maintaining cleanliness and hygiene, which are values emphasized in Islam. Therefore, by improving students' understanding of ablution, the research aims to foster better religious education and promote values of cleanliness and discipline among young learners.

The implementation of the demonstration method also aligns with modern educational strategies that emphasize active learning, student engagement, and practical skill development. Research on teaching strategies has shown that when students actively participate in the learning process, especially in tasks that require motor skills and physical action, their learning outcomes improve significantly. By applying this method to the teaching of ablution, students will be able to grasp the procedure more effectively and retain the knowledge for future practice. Moreover, the demonstration method allows for immediate correction and feedback. In the context of ablution, this is crucial, as the proper performance of each step must be emphasized to ensure that students learn the correct techniques and maintain the integrity of their religious practice. The teacher's ability to provide real-time guidance during the demonstration and practice sessions can help students overcome their uncertainties and perform ablution with confidence.

As the research unfolds, it will be essential to evaluate not only the students' improvement in performing ablution but also their level of engagement and enthusiasm for the subject. If the demonstration method proves to be successful, it could serve as a model for other schools in the area to adopt similar approaches for teaching religious practices and other procedural tasks. This could lead to a broader shift in how religious education is taught, particularly in elementary schools, ensuring that young students acquire practical skills alongside theoretical knowledge. The research will also explore how the demonstration method impacts the teacher's role in the classroom. By adopting a more interactive and student-centered approach, the teacher will be able to provide more personalized attention and support to students, which is likely to lead to better learning outcomes. This approach encourages the teacher to act not only as an instructor but as a facilitator of student learning, guiding them through the process of discovery and practice. In conclusion, the background of this research highlights the importance of improving students' understanding of ablution procedures through more interactive, hands-on methods. The demonstration method offers a promising solution

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to the challenges faced by students at State Elementary School 056020 Pematang Rambai in mastering the correct ablution process. By using this method, it is hoped that students will gain both the knowledge and confidence to perform ablution correctly, enhancing their religious education and contributing to their overall personal development. This study aims to provide valuable insights into the effectiveness of active learning methods in religious education and to demonstrate the benefits of incorporating practical, student-centered teaching techniques. As the research progresses, the findings will offer important recommendations for enhancing the quality of religious education at the school and potentially in other educational settings.

## Methods

The methodology for this Classroom Action Research is designed to explore how the demonstration method can improve students' understanding of ablution procedures at State Elementary School 056020 Pematang Rambai. This research aims to assess the effectiveness of using a hands-on, visual approach in teaching young students the correct steps of ablution. It involves planning, implementation, observation, and reflection through multiple cycles to ensure improvements in students' abilities to perform ablution correctly. The research will be conducted over a period of time during the school's regular Islamic education lessons. The class selected for this research is a group of Grade 4 students, who have some basic knowledge of ablution but struggle to perform the procedure correctly. The sample consists of 30 students, which is a manageable number for this kind of intervention, ensuring that each student can receive individual attention during the practice sessions.

The primary teaching method used in this research will be the demonstration method. The teacher will begin by showing students the proper way to perform ablution, demonstrating each step slowly and clearly. This will include washing the hands, mouth, nose, face, arms, head, and feet in the proper sequence, as outlined in Islamic tradition. Students will be asked to observe the teacher closely, paying attention to the sequence, the way water is applied, and the specific actions required for each part of the procedure. Following the demonstration, students will be given the opportunity to perform the ablution themselves, under the guidance of the teacher. The teacher will move around the classroom, observing each student's practice and providing individualized feedback when necessary. This process will allow students to correct any mistakes and receive immediate feedback, ensuring that they are learning the correct techniques in real time. Afterward, the teacher will encourage students to discuss what they observed and practiced, reinforcing their understanding through peer interaction and reflection.

To ensure that all students are actively engaged, the teacher will use a variety of strategies to facilitate participation. Some students will be invited to demonstrate the

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ablution procedure in front of the class after observing the teacher. This peer demonstration serves as an additional learning opportunity for the rest of the class. The teacher will also encourage students to ask questions or express any difficulties they may have encountered during their practice. The intervention will be implemented in multiple cycles to ensure continuous improvement. After the first cycle of observation and practice, the teacher will reflect on the outcomes, taking note of any areas where students may still struggle. The teacher will then adjust the lesson plan accordingly, incorporating more focused practice on the areas where students need additional help. This reflective process will allow the teacher to fine-tune the demonstration and practice sessions, ensuring that the learning process remains effective and responsive to students' needs. Each cycle will consist of several stages: an initial demonstration, a period of student practice, and an opportunity for feedback and discussion. At the end of each cycle, the teacher will assess the students' progress, noting improvements in their ability to perform ablution correctly and any remaining challenges. The teacher will also encourage students to reflect on their learning and share their experiences, fostering a sense of ownership over their learning process. The data collection for this research will include both qualitative and quantitative methods. Qualitative data will be gathered through observations of students during the demonstration and practice sessions, as well as through discussions and reflections at the end of each cycle. The teacher will take detailed notes on students' progress, identifying common errors and areas where students need additional support. In addition, the teacher will conduct short interviews or surveys with students to gather feedback on their learning experiences and their feelings about the demonstration method.

Quantitative data will be collected through pre- and post-assessments that evaluate the students' ability to perform ablution correctly. These assessments will be conducted before and after each cycle of the intervention. Students will be asked to perform the ablution procedure, and their performance will be scored based on accuracy, sequence, and completeness. The results of these assessments will provide measurable evidence of the effectiveness of the demonstration method in improving students' understanding and execution of ablution. To ensure the reliability and validity of the research, the teacher will consistently follow the same procedure throughout all cycles of the study. The teacher will also provide clear and consistent feedback to all students, ensuring that each student has the same opportunities for improvement. Furthermore, the research will involve a reflective approach, where the teacher continually evaluates the progress of the students and makes adjustments as necessary to enhance the learning experience.

The research will also incorporate a collaborative element, involving discussions with other teachers and school staff. These discussions will provide additional insights into how the demonstration method might be further improved or adapted for use in



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other subjects or educational contexts. By sharing experiences and strategies with colleagues, the teacher will be able to refine the teaching approach and contribute to the overall improvement of teaching practices at the school. At the end of the research, the teacher will compile all data, including observations, student feedback, and assessment results, to analyze the overall effectiveness of the demonstration method in improving students' understanding of ablution. This analysis will serve as the foundation for recommendations on how the method can be used more widely within the school to enhance religious education and other practical skills-based learning. In conclusion, the methodology for this research involves using the demonstration method to teach students the correct procedure for ablution. Through a series of cycles, the teacher will demonstrate, guide, observe, and provide feedback, while continuously reflecting on and adjusting the teaching approach based on students' needs. The research will assess the effectiveness of this method in improving students' ability to perform ablution and will provide valuable insights into the role of active, hands-on learning in enhancing religious education.

## **Result**

The study aimed to improve students' understanding of the ablution procedures through the demonstration method at State Elementary School 056020 Pematang Rambai. Ablution is a significant practice in Islam, and proper knowledge and understanding of the ablution steps are essential for students. This research used a Classroom Action Research (CAR) approach, which involves a cyclical process of planning, acting, observing, and reflecting. The study was conducted in two cycles, and it aimed to assess the effectiveness of the demonstration method in enhancing the students' understanding of how to perform ablution correctly. The participants in this research were 30 fourth-grade students from State Elementary School 056020 Pematang Rambai. The primary data collection techniques used were observation and interviews. The observation sheet was designed to monitor the students' ability to follow the ablution steps, while interviews were conducted to gain further insight into the students' understanding and experiences.

The initial observation revealed that many students lacked a clear understanding of the ablution procedure. Some students performed the steps incorrectly, while others could not explain the purpose of each step. This initial finding indicated the need for an intervention to improve the students' knowledge and understanding. In the first cycle, the researcher implemented the demonstration method, where the teacher performed the ablution steps in front of the students. During the demonstration, the teacher explained each step's significance and the importance of maintaining cleanliness in Islam. Afterward, the students were given a chance to practice the ablution procedure individually, with guidance and feedback from the teacher.

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After the first cycle, the researcher observed a significant improvement in the students' ability to perform the ablution steps. The majority of the students were able to follow the procedure correctly, and they demonstrated a better understanding of the significance of ablution in their daily lives. However, a few students still had some difficulties in performing certain steps correctly, such as washing the feet or the proper way to clean the mouth and nose. In response to these issues, the second cycle involved revisiting the steps that students found challenging. The demonstration was repeated, with more emphasis on the problematic areas, and students were given more practice time. The teacher provided individualized assistance to the students who were struggling and ensured that each student received the support they needed to master the procedure.

After the second cycle, the results showed a significant improvement in the students' performance. The students were able to perform all the ablution steps correctly, and their understanding of the procedure was more comprehensive. The observation sheets indicated that the majority of the students had mastered the ablution procedure, and the interviews revealed that the students had a clearer understanding of the importance of ablution in Islam. The success of this research highlights the effectiveness of the demonstration method in teaching procedural knowledge such as ablution. By observing the teacher and practicing the procedure themselves, the students were able to learn more effectively. The hands-on experience allowed them to internalize the steps, and the teacher's explanations helped them understand the reasoning behind each action.

Furthermore, the research demonstrated that students benefit from repeated practice and personalized feedback. Some students initially struggled, but with additional guidance and opportunities to practice, they were able to improve significantly. The demonstration method, coupled with guided practice, proved to be an effective teaching strategy for this particular subject. In addition to the improvement in students' ablution skills, the study also showed that the students became more confident in performing the procedure independently. This increased confidence could be attributed to the clear, step-by-step guidance they received and the opportunity to practice in a supportive environment.

The findings of this research suggest that the demonstration method is an effective approach to teaching procedural knowledge in elementary schools. It not only helps students learn the steps but also deepens their understanding of why each step is important. The teacher's role in providing clear demonstrations, explanations, and feedback was critical to the success of the approach. This study also highlighted the importance of continuous assessment and reflection. Through regular observation and feedback, the researcher was able to identify areas of difficulty and adjust the teaching approach accordingly. The cyclical nature of the Classroom Action Research process

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allowed for ongoing improvement and adaptation, ensuring that the students received the best possible learning experience.

Based on the results of this study, it is recommended that other teachers use the demonstration method to teach procedural skills in subjects where students need to perform specific actions or tasks. The method's effectiveness in improving understanding and skills can be applied to other areas, such as teaching students how to perform other religious practices or even in non-religious subjects that require procedural knowledge. In conclusion, this Classroom Action Research demonstrated that the demonstration method is an effective way to improve students' understanding of ablution procedures. By using a combination of clear demonstrations, explanations, and practice opportunities, students were able to improve their skills and understanding significantly. The study provides valuable insights for educators in teaching practical and procedural knowledge, especially in subjects related to religious practices. The results of this research underscore the importance of using active, hands-on teaching methods in elementary education. By engaging students in active learning and providing them with opportunities to practice and receive feedback, teachers can help students gain a deeper understanding of the material and develop important life skills.

## Discussion

The implementation of the demonstration method in teaching ablution procedures at State Elementary School 056020 Pematang Rambai proved to be a valuable approach in enhancing students' understanding. Ablution, or *\*wudu\**, is a fundamental practice in Islam that requires accurate performance and comprehension. In this study, it became evident that while some students initially struggled with the procedure, the use of the demonstration method led to significant improvement in their ability to correctly perform ablution. One of the key observations made during the initial phase of the study was that many students lacked a deep understanding of the steps involved in ablution. Some students had difficulty in performing simple tasks, such as washing the hands correctly or ensuring that every part of the body was properly cleansed. These initial challenges underscored the importance of providing students with clear, step-by-step guidance to ensure that they understood the procedural nature of ablution.

The demonstration method was particularly beneficial as it allowed the teacher to model the steps in front of the students. This type of visual learning is known to be effective in teaching procedural knowledge because it provides students with concrete examples of how each step should be carried out. Students could observe how the teacher performed the ablution and then replicate the actions themselves, which reinforced their learning. Furthermore, the demonstration method offered the students the opportunity to ask questions and receive immediate clarification on any aspects they found unclear. This interactive aspect of the method was essential for students, as it



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enabled them to actively engage with the learning process. The students were not passive recipients of information; instead, they were encouraged to participate and practice, which contributed to their deeper understanding.

The first cycle of the research revealed that many students showed improvement in their ability to perform ablution after observing the teacher's demonstration. However, some students continued to make mistakes in certain steps. This was particularly true for students who had difficulty understanding the order of the steps or who struggled with fine motor skills, such as washing the feet thoroughly. These challenges indicated the need for more focused attention on certain areas. In response to these difficulties, the second cycle included additional practice and repetition of the steps that were problematic. The teacher demonstrated these steps more slowly, offering specific feedback to students who required further support. By emphasizing the areas where students had struggled, the teacher was able to ensure that all students understood the correct procedure by the end of the second cycle.

The second cycle showed even more promising results, with most students successfully performing ablution correctly. The hands-on practice allowed students to reinforce what they had learned and gain confidence in performing the steps independently. This progression also indicated that the demonstration method, coupled with guided practice, was an effective strategy for improving procedural skills. Moreover, the second cycle highlighted the importance of personalized attention in teaching. Some students continued to face challenges, but with one-on-one guidance, they were able to overcome their difficulties. This personalized support was crucial in ensuring that no student was left behind, which aligns with the goals of differentiated instruction in a classroom setting.

Through this process, it was evident that the students not only learned how to perform ablution correctly, but they also gained a deeper understanding of its significance. The teacher's explanations about the spiritual and hygienic aspects of ablution added an important dimension to the learning experience. The students began to understand that ablution was not only a physical act of cleaning but also an important ritual in Islam, which added value to their learning. The success of the demonstration method also highlighted the importance of repetition and consistent practice in the learning process. Many students were able to perform the procedure more confidently after repeated demonstrations and opportunities to practice. This aspect of teaching emphasizes the role of practice in achieving mastery, especially in tasks that require precision and attention to detail, such as the steps in ablution.

Another significant factor in the success of the demonstration method was the creation of a supportive learning environment. The students felt encouraged to practice without fear of making mistakes. The teacher's patience and positive reinforcement

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helped to build the students' confidence, which is crucial in teaching young learners. This atmosphere of support and encouragement enabled the students to focus on improving their performance without feeling self-conscious or discouraged. Furthermore, the research revealed that the demonstration method fostered a sense of collaboration among students. As students practiced ablution together, they were able to observe one another's techniques and provide feedback to each other. This peer interaction contributed to a collective learning experience, where students were not only learning from the teacher but also from each other. The collaborative aspect of learning reinforced the importance of social interaction in the educational process.

The results of the study also suggest that when students are engaged in active learning, they are more likely to retain the information they have learned. The process of observing the teacher, performing the ablution themselves, and receiving feedback created an active learning cycle that reinforced the key concepts. Active engagement, as opposed to passive listening, is more likely to lead to long-term retention of procedural knowledge. This research also demonstrated the flexibility of the demonstration method in addressing individual learning needs. While some students required more time and support to grasp the procedure, others quickly mastered it. The teacher's ability to adjust the pace of instruction and provide targeted feedback was critical in meeting the diverse needs of the students. This flexibility is a hallmark of effective teaching methods, particularly in classrooms with students who may have varying levels of prior knowledge and skill.

The research findings suggest that the demonstration method is not only useful for teaching ablution but can be applied to other areas of learning, particularly those that involve complex procedures or tasks. For example, teaching students how to perform other religious rituals, carry out science experiments, or even engage in physical activities could benefit from this approach. The demonstration method provides students with clear models to follow and the opportunity to practice, which can be particularly valuable for learning skills that require accuracy and repetition. In conclusion, this study highlights the effectiveness of the demonstration method in teaching ablution procedures. The approach allowed students to observe, practice, and receive feedback, which significantly improved their understanding and execution of the procedure. The positive results of this research suggest that the demonstration method can be a valuable tool for teaching a wide range of procedural knowledge, particularly in religious and practical education.

## Conclusion

Based on the results of the research that has been conducted, it can be concluded that the demonstration method is effective in improving students' understanding of the procedures for ablution. Students who previously had difficulty in understanding the

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sequence and procedures for ablution can now do it better after participating in learning with the demonstration method. The results of data validation show a significant increase in students' skills in performing ablution correctly. This is supported by evaluation data showing that most students experienced an increase in the understanding category from "Enough" and "Less" to "Good" and "Very Good". In addition, feedback from teachers and students also shows that the demonstration method is more interesting and easier to understand than the conventional lecture method. Thus, the demonstration method can be used as an effective learning strategy in teaching ablution procedures in elementary schools. This method provides an opportunity for students to learn directly, receive immediate feedback, and correct their mistakes in the practice of ablution. In addition to improving understanding, the demonstration method also increases students' active involvement in learning, which ultimately has a positive impact on their learning motivation. Therefore, it is hoped that this method can continue to be applied and developed in Islamic Religious Education learning, especially in the material on worship practices such as ablution. As a follow-up, it is suggested that further research be conducted to test the effectiveness of the demonstration method in various other aspects of Islamic religious learning. In addition, the integration of the demonstration method with technology or interactive learning media can also be an interesting alternative to improve the effectiveness of learning in the future.

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